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ABSTRACT

The roles and attitudes of public school administrators change as their schools become involved in the Accelerated School project. Traditional definitions of a principal's role--setting goals, leadership, decision making, improvement of teaching and learning, instructional management, staff supervisor, and home-school-community relations--are changed by the Accelerated Schools model. Accelerated Schools traditionally are schools with high concentrations of "at-risk" students that set high expectations for all students and believe all students have a right to enter the educational mainstream. The governance structure of an Accelerated School is three-tiered. Cadres, which include staff, students, parents, and community members, report on problems to a Steering Committee. The School-As-A-Whole (SAW), which includes all parties, makes final decisions. Seven school administrators in the San Francisco Bay Area were interviewed about how they viewed their roles before and after adoption of the Accelerated Schools program. Also, the administrators were asked how the transition could have been made easier. In conclusion, organizational change taking place under school reform results in administrative change, and these changes are a continuous process. The appendixes provide three figures, the interview questions, and a summary sheet. (Contains 84 references.) (JPT)

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THE CHANGING ROLE OF THE ADMINISTRATOR IN AN ACCELERATED SCHOOL

by

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This paper was presented as part of the symposium on "Collaborative Change in Accelerated Schools: Big Wheels and Little Wheels Interacting," at the annual meeting of the American Educational Research Association, San Francisco, California, April 21-24, 1992. Georgia Christensen, FSPA, is a member of the Accelerated Schools team and former principal. Copies of this paper can be obtained from Claudette Sprague, Center for Education Research at Stanford, Stanford University, CA 94305-3038, (415) 725-1676.

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INTRODUCTION

"Accelerated Schools, big wheels and little wheels interacting!" One of the sets of little wheels interacting with the big wheel of a school becoming accelerated is the role of the principal. Organizational learning theory tells us that the trade-off between exploration and exploitation in an organization exhibits some special features in the social context of organizations (March 1991). There is mutual learning of an organization and the individuals in it. Organizations store knowledge in their procedures, norms, rules, and forms. They accumulate knowledge over time, learning from their members. At the same time, individuals in an organization are socialized to organizational beliefs. Such mutual learning has implications for understanding and managing the trade-off between both.

The focus of this paper is on the socialization that occurs in an administrator when a school takes on the formal philosophy and processes involved in becoming an Accelerated School according to the model presented by Dr. Henry Levin of Stanford University (Hopfenberg 1990; Levin 1989b, 1988, 1987). The hypothesis of this

study is that if a school takes on the Accelerated School philosophy and process, then the role of the administrator changes. Through personal interviews, this paper will present an exploratory survey of the changes that take place in the administrative behavior of an administrator in an Accelerated School--as perceived by the administrators themselves.

The paper will begin with a look at the traditional role and expectations of a principal. It will then describe what is meant by an Accelerated School, its philosophy and its processes, and some of the implications regarding the role of the principal in an Accelerated School. The significance of the study will be presented next, followed by a brief analyses of changes relative to organizational learning theory. A presentation of interviews with principals and vice principals from five Accelerated Schools will be given to relate how they have perceived changes in their role as administrator. The paper will conclude with a summary of the study.

THE TRADITIONAL ROLE OF THE PRINCIPAL

The traditional role of the principal can be analyzed from several dimensions. Effective Schools literature (Clark, Lotto and Astuto 1989; Lipham 1981) describes several characteristics of an effective principal. Principals are expected to create and articulate the educational goals of the school and see that they are addressed by each staff member. The principal serves as values analyst, values modifier, and values witness (Koslo 1989; Lipham

1981). The principal determines the organizational relationships within and without the school. Effective schools have principals who are strong leaders (Austin 1979). It is the principal's responsibility to make decisions and to decide which decisions are to be shared with others (Keedy 1990; Lipham and Daresh 1979; Lipham and Rankin 1981). "The improvement of teaching and learning is the foremost function of the principal" (Lipham 1981, 12). Larsen (1987) and Leitner (1989) support the role of an effective principal as the instructional manager. Determining the degree of interactions and relationships with the home-school-community is also one of the major duties of the principal (Fruth, Bowles and Moser 1977).

In a study done by Martin and Willower (1981) of five high school principals, they found that the task-performance patterns of the principals corresponded to the rights and duties of managers of any organization. The tasks fell into five basic categories: organizational maintenance tasks, attention to the school's academic program, pupil control, administration of the school's extra-curricular activity program, and "those contacts unrelated to school affairs." These categories parallel the responsibilities in the previous paragraph quite closely.

Another way to look at the traditional role of a principal is to look at what society believes the principal should do. Newspapers, magazines and television present the principal as the overall leader in the school. It is his/her responsibility to see that the teachers teach, the students learn, the janitor cleans the

facilities, the materials are ordered and delivered on time, the test scores are high, the parents are constantly informed, the budget is balanced, and district compliance is maintained. Again, we can see overlap with the above descriptions.

What do teachers think about the role of the principal? A number of studies (Hall 1988, 1984; Hord and Goldstein 1982; Johnston and Germinario 1985; Johnston and Venable 1986; Merenbloom 1988; Rutherford, Hord, Hall and Hulling 1983; Soltis 1987; Stiegelbauer 1984; Street and Licata 1989; Valentine 1981) present the principal as the facilitator of change. When the principal works with the staff changes occur to aid the students to succeed; where the principal acts autonomously teachers feel their work is impeded. In general, it is the principal who usually initiates and manages change, while we see the teachers as responding (or not responding) to the change.

Other works on administrative leadership (Cuban 1988; Ginsberg 1988; Kleine-Kracht 1990; Krajewski, Martin and Walden 1983; Thurston and Sozhiates 1991; Wolcott 1973) present the principal as the instructional leader, the staff supervisor, the person responsible for public relations and the one in charge of the facilities. Varying degrees of effectiveness and efficiency in these areas correspond to the levels of site-based management and shared responsibility. In general, though, they still present a top-down model of leadership and decision-making.

Current literature (Bolman, Johnson, Murphy and Weiss 1991; Brandt 1992; Fullan 1992; Fullan and Stiegelbauer 1991; Leithwood

1992; Mitchell and Tucker 1992; Sergiovanni 1992; Tichy and Ulrich 1984) stresses the changing role of the educational leader to one of transformational leadership. Sashkin (1988) confirms the new role of the principal as a visionary. Fullan (1992) observes that good principals do not create a vision independently and impose it on people. They develop a collaborative culture in which participants build vision together. From his perspective, Leithwood (1992) believes that today's leaders in schools "must focus their attention on using facilitative power to make second-order changes in their schools" (p. 9). They must be transformational leaders as opposed to instructional leaders or transactional leaders.

Mitchell and Tucker (1992) agree with the transformational leadership need, but add that leaders will still have to play various roles depending on the circumstances they encounter. Shimniok and Schmoker (1992) believe that the role of the principal depends on the type of community in which the school is located. They see an instructional leader being required by a "settled community," whereas the transformational leader is needed in a culture that is "on the frontier."

Fullan and Stiegelbauer (1991) discuss the multidimensional aspect of innovation. They see the principal as a middle manager. Thomas Sergiovanni (1992) suggests that his former emphasis on direct leadership (Sergiovanni and Corbally 1984) has changed and that he has come to believe that professionalism and leadership are contradictory. "The more professionalism is emphasized, the less

leadership is needed" (Sergiovanni 1992, p. 42).

THE ACCELERATED SCHOOL

What has been the traditional role of the principal appears to be changing relative to the substantial changes and school-wide reforms that are beginning to take place in schools. Let us now look at one of those substantial changes, the Accelerated Schools program. Then, we shall examine the changes in leadership associated with this type of reform.

Accelerated Schools refer to those schools with high concentration of students from "at-risk" situations that have adopted the Accelerated Schools philosophy and process as developed initially by Dr. Henry Levin of Stanford University and operationalized by him and his colleagues. They have participated in formal training and are committed to accelerating the learning of **ALL** students regardless of any labels previously attached to the students or the school.

> Accelerated Schools break out of the traditional limits that schools often place on the education of so called "at-risk" students:
>
> * Instead of labeling certain children as slow learners, **Accelerated Schools have high expectations for all students.**
> * Instead of relegating students to remedial classes without setting goals for improvement, **Accelerated Schools set deadlines for making such children academically able.**
> * Instead of slowing down the pace of instruction for at-risk students, **Accelerated Schools combine relevant curriculum, powerful and diverse instructional techniques, and creative school organization to accelerate the progress of all students.**
> * Instead of providing instruction based on "drill and kill" worksheets, **Accelerated Schools offer stimulating**

instructional programs based on problem-solving and interesting applications.
* Instead of simply complying with "downtown" decisions made without teacher input, **Accelerated Schools staff systematically identify their own unique challenges and search out solutions to those challenges.**
* Instead of treating parents as a problem, **Accelerated Schools build on the strengths of all available resources including parents of students.** (Accelerated Schools, vol 1, no 1, pp. 1, 10)

The phrase, "Don't Remediate: Accelerate!" captures the Accelerated Schools concept (Levin & Hopfenberg 1991; Hopfenberg, Levin, Meister and Rogers 1990; Levin 1989b, 1987; Miron, et al. 1991; Rothman 1991; Snider 1992; Accelerated Schools, vol 1 no 1, 1991).

Accelerated Schools are based on the premise that **ALL** children have the right to receive a quality education that will enable them to enter the mainstream of education, regardless of their backgrounds. Students who come to school from backgrounds and/or experiences that have not prepared them sufficiently for the standard school programs within our current education system are generally labeled, "at-risk" students. These students usually do not have the support systems at home to enhance the activities and experiences they encounter in their educational programs. Nor do the schools themselves always provide the types of programs to assist these children. There is a mismatch (Hopfenberg, Levin, Meister and Rogers 1990).

Accelerated schools work with the entire school community to **build on the strengths** of the students, staff, parents and local community. The focus is on a **unity of purpose** and is expressed in

empowerment of all through **shared responsibility** (Levin 1991). The central idea is that the learning experiences of **ALL** students should be enhanced by providing an enriched, accelerated environment. The school is the center of expertise. There is an emphasis on a belief system for the staff to provide the same educational opportunities for all children that they would want for their own children (Hopfenberg 1990; Levin 1991, 1989a; Levin & Hopfenberg 1991).

Once a school has accepted the overall goals of acceleration and the three principles for getting there: building on strengths, unity of purpose, and empowerment coupled with responsibility, it begins the process of becoming accelerated (Accelerated Schools, vol 1, no 2, 1991). Everyone starts looking at where they are now (Taking Stock), working together to build a Vision of/for the school, and planning collaboratively through the Inquiry Process (Rogers & Polkinghorn 1990; Accelerated Schools, vol 1 no 3, 1991) to implement the strategies and overcome the challenges that will ultimately bring all the students into the mainstream of education or beyond (Appendix A, Accelerated Schools Process).

This entire activity does not happen overnight, nor in just one year. It is a process that takes time. It is a process that requires increased interaction among the entire school staff. According to the process, all members of the school community are involved in all stages of implementation. Not only the administration and teachers, but all support staff, students and parents are involved in creating and reaching the vision.

The governance structure of an Accelerated School comprises three levels. Cadres are the basic unit of governance. All members of the staff, some students, some parents, and some local community members make up the composition of the cadres. The task of each cadre is to inquire thoroughly into a problem or challenge area (e.g. curriculum, instruction, parent involvement) that has been identified as a priority by the entire school community and work collaboratively toward a solution following what has been termed the Inquiry Process. (Appendix B, Inquiry Process)

As the cadre is progressing toward addressing its problem area it meets regularly with the Steering Committee. The Steering Committee is a group of members from the school community usually composed of the administration, one representative of each of the cadres, one representative of each department, and other key members as decided by the entire school. It is the task of the Steering Committee to make sure that the Cadres are keeping true to the Vision and staying on track with the Inquiry Process, as well as to coordinate various school activities.

The Steering Committee is also the intermediate governing body of the school. All decisions concerning the school go to the Steering Committee. It is the committee's role to turn certain topics back to the Cadres for further study and turn certain other topics to the school as a whole for final decision. The School-As-A-Whole (SAW) is composed of the entire staff, representative students, parents and local community members. The responsibility of SAW is to make final decisions on matters affecting the entire

school (Appendix C, Governance Structure). The whole school community becomes more empowered as they share the responsibility of governing the school with the principal, instead of the principal having the sole responsibility.

Traditional schools do not involve all members of the school community in making truly collaborative decisions centered around bringing **ALL** students into the educational mainstream . In order to work together in the highly cooperative manner in which Accelerated Schools operate, school communities need to develop the capacity to make decisions together (Accelerated Schools, vol 4, no 4, 1992).

SIGNIFICANCE OF THIS STUDY

In this section the reader will find four reasons why a study of this type is important. First, much study, research and analysis has been done on the changes that have taken place in students and teachers when reform movements enter a school. Studies show how the curriculum has been impacted, how parent involvement changes, how site-based management influences the actions and perceptions of teachers, how students' achievement level has been affected by various reforms. A review of recent literature has not yielded research on what or how changes have taken place in the principal or the role of the principal, except what the principal does to facilitate change.

Shedlin (1986) suggests a new way to examine changes that have taken place in schools. He provides a type of mutual learning

theory by looking at the interrelated and interactive factors in the school. Even though he talks about a "holistic perspective" the principal is only seen as a functionary, not as one also being affected by the changes.

An extensive study (The Rand Change Agent Study) of macro and micro implementation (McLaughlin 1990, 1987, 1976, 1975) examined factors that led to reforms beginning in 1973 and revisited in 1987. They found that effective projects were characterized by a process of mutual adaptation rather than uniform implementation. This study was very broadly based, yet it did not analyze the role of the principal in change, except to state that changes that fared well were changes that were supported by the principal.

The agreement between teachers and principals and between principals and superintendents was the subject of a study by Meyer, Scott, Cole and Intili (1978). They did not specifically look at the role of the principal only the "institutional dissensus and institutional consensus" in schools. They examined the degree of coordination within districts and schools by showing the extent to which these organizations exhibit internal consensus among subordinates and agreement between subordinates and supervisors on their instructional practices and policies.

Slavin (1990) discusses the role research plays in analyzing educational practices and policies. He addresses models on instruction and organization, teachers and students, but not principals.

Hall and his colleagues (1980) state flatly: "The degree of

implementation of the innovation is different in different schools because of the actions and concerns of the principal" (p.26). The Principal-Teacher Interaction Study conducted by Hall and associates provides detailed observation data on the number and nature of interactions principals undertake in relation to specific innovations (Hall and Hord 1987). The study does not relate these observations to a change in the principal, just that there are differences in behaviors.

Nadler and Tushman (1989) and Mohraman, et al. (1989) do look at the relationship between leadership and organizational change. Their explorations deal with large-scale organizations in the arena of industry and commerce. They examine the role of leadership from a proactive stance. They see the executive leader as a "critical player in the drama of organizational change." This current study attempts to apply the same rationale to a smaller scale organization--a school.

Investigations into organizational change on the whole have been "rather underinvestigated" (Scott 1987). Singh and Lumsden (1990) give three key reasons for the inattention to organizational change:

> First, ecological theorists have argued persuasively that, due to both internal structural arrangements and external environmental constraints, organizations are subject to strong inertial pressures which severely inhibit organizational capacities to change [Hannan & Freeman 1977: 930-33].
>
> Second, ecological theorists argue for an explicit focus on populations of organizations [Hannan & Freeman 1977, 1989, Staber & Aldrich 1989]. As such, organizational level phenomena are of only secondary interest.
>
> Third, empirical, ecological studies tend to rely on

> data gathered from historical archives over long periods of time (pp. 179-180).

Van de Ven and Polley (1992) infer that the majority of studies of the adaptive learning model assume organizations to be target-oriented, routine-based systems which respond to experience by repeating behaviors that have been found to be successful and avoiding those which have not. They cite several studies where

> various formulations of this basic learning model have been examined in numerous simulation and laboratory studies....If our knowledge of organizational learning is to advance, there is an important need to reformulate and test this model of adaptive learning in more ambiguous real-world organizational settings, such as innovation development (p.93).

They then proceed to develop a model of adaptive learning, which incorporates elements from laboratory models of learning and applies them to the field of biomedical innovation over time. Robinson (1987) also looks at patterns of planned organizational change in hospitals.

As can be seen from the preceding illustrations, very few studies to date have examined the <u>effects</u> of innovation and change <u>on</u> the leaders of the organization. This paper contributes to the field of research by raising the issue of the need to examine how the role of the leader (principal) is influenced when a change takes place in an organization (a reform enters a school.)

A <u>second</u> important dimension of this type of a study is to observe whether there are certain concerns that are common to principals experiencing changes within their schools. Once these concerns are identified, how can the Accelerated School project aid principals in coping with innovative structures and ideas,

assisting with the rough spots and building on the strengths?

A third significance of this study is to examine the changes in retrospect, and investigate the possibility of preparing principals of Accelerated Schools for certain issues before they arise.

An additional feature that has come out of this study is that it has provided a conduit for networking between principals of Accelerated Schools. The study has opened up the doors for a freer flow of communication between and among principals as they share their journey along the road of accelerating their schools.

ORGANIZATIONAL LEARNING AND INDIVIDUAL LEARNING

When a school decides to accept the philosophy and principles of the Accelerated School program all the members of the organization are affected by the changes taking place within the organization (Hopfenberg 1991; Levin 1991; McCarthy, Hopfenberg, Levin 1991). This paper uses the organizational learning framework of mutual adaptation theory to examine and explain the changes in the role of the principal in an Accelerated School.

The mutual adaptation theory states that as learning takes place within the organization adaptations are made on the part of the organization and the individuals (Bird 1984). This appears to be very evident when one looks at the changes made in an Accelerated School and the changes required of the principal in an Accelerated School.

According to March (1988c), "most changes in organizations

reflect simple responses to demographic, economic, social, and political forces" (p. 168). In the Accelerated School model the organization called school has scanned the environment and seen that it needs to adjust itself according to the changes taking place in the world today: e.g. changing student population, new curricular and instructional designs, budget problems, personnel issues, public concern for the economic future and the type of education needed to cope with the future. Once a school has decided to become accelerated, the process of change is initiated.

When organizational learning takes place the individuals within the organization participate in the learning. Organizational knowledge is diffused to individuals through various forms of instruction, indoctrination, and exemplification (March 1991).

Proposition: Individuals can respond to organizational learning in several ways:

1. Rebel--The individuals within an organization that is learning/changing can rebel against the changes taking place within the organization. They can fight against the changes by presenting opposing ideas and strategies. They can incite the other members of the organization to rebel. They can refuse to participate or accept the changes. (This generally leads to departure on the part of the individual, if the organizational changes are stronger than the individual changes.)

2. Ignore--The individuals within the organization can ignore the new changes and techniques that are being presented.

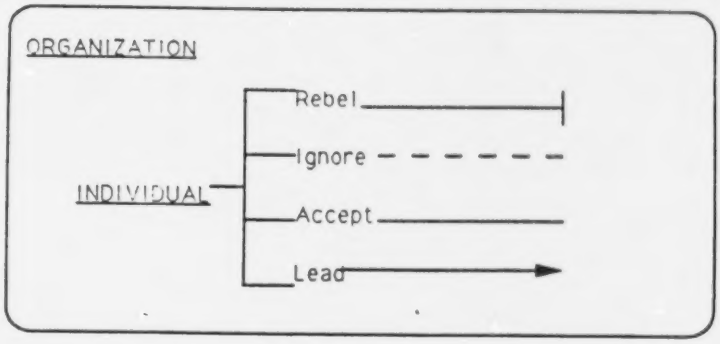
They can continue about their business in the same manner that they did before the new learnings entered the organization. (But only for a while, before they leave or change.)

3. Accept--The individuals can accept the new learnings and incorporate them into their practices. They can learn with the organization and move ahead as the organization moves ahead.

4. Lead--The individuals can accept the innovation so whole-heartedly that they become active promoters of the new learning. They can become leaders of change within the organization and assist in bringing other members of the organization on board with the new learning.

Figure 1. summarizes these four options graphically.

Figure 1.



ADMINISTRATIVE INTERVIEWS

In this section we will see how the Accelerated School administrators that were interviewed responded to the changes in their schools as the schools became "Accelerated". Following the above proposition, it will be evident that in each case the administrator has "accepted" the new learnings from the Accelerated School program and changed his or her behavior. In most cases the

principals could be considered "leaders" of the program in their schools.

Administrators of five Accelerated Schools were interviewed. Three principals work in elementary schools. Two principals and their vice-principals are in middle schools. One principal had been with an Accelerated School since its inception five years ago. One elementary and one middle school entered the Accelerated School program in 1990. One middle school began just this school year. The fifth school bought into the Accelerated School program four years ago, but the present principal has only been with the school since 1989. Three of the principals are female, two male. Both vice-principals are male. All of the schools are in the San Francisco Bay area.

Each administrator was asked to respond to a series of open-ended questions from their perspective. The first set of questions centered around describing their role as school administrator before the school adopted the Accelerated Schools program. The next set of questions were basically the same except now they were asked to describe their role as school administrator after the school adopted the Accelerated School program. The third set of questions revolved around the changes they saw in their role from the perspective of what was easier, enhanced or made better and what was more difficult, detracted or made their role harder. Each of the interviews ended with a discussion of what they would envision could have helped them adapt to the changing role or what might help other principals in a similar situation. (Appendix D:

Interview Questions)

Once the interviews were completed, they were combined by question and analyzed collectively. In the following section they are presented in areas related to various dimensions of the Accelerated School process and implementation. Appendix E presents a summary form of the different role changes as perceived by the administrators.

ANALYSIS OF INTERVIEWS

Direct responses to the interview questions are arranged in this section to indicate to the reader how the administrators perceived their role change.[1] The Accelerated School philosophy and process present a model that transforms the traditional role of the principal, as well as transforms the whole school.

Instead of the principal being the one who initiates change, implements programs, coordinates the activities of the teachers, directs teachers to work with students and parents, supervises personnel, solves problems relating to staff, students and the public that we see in the traditional model, the principal of an Accelerated School is one of many creative, caring, collaborative individuals in the school who focus on the students.

Figure 2 illustrates the differences which will be amplified by the examples that follow.

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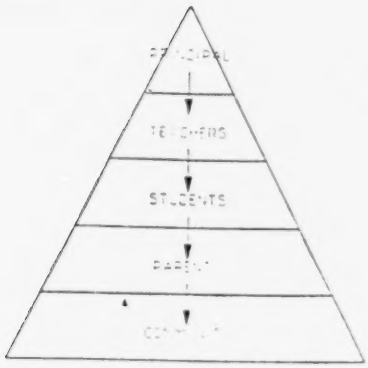
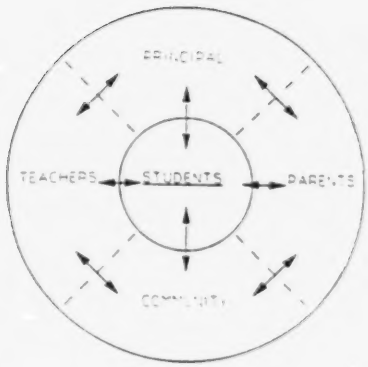
[1]. Numbers in parentheses refer to each of the seven administrators interviewed.

Figure 2.



TRADITIONAL SCHOOL



ACCELERATED SCHOOL

In the traditional model we see a "top-down" style of behavior.

> *"As site administrator, I made all the decisions. Teachers didn't want to make decisions, nor did they have an interest in making decisions. The staff wanted me to make the decisions, to bring in new programs, to help them with curriculum, to bring in parents to the school. It was more stressing and time-consuming."* (1)
>
> *"I was more authoritarian. Some staff wanted an authoritarian leader so they didn't have to create and act upon their own expectations."* (2)
>
> *"It was lonely at the top. But it was easier to make decisions, to delegate things that came from somewhere as a mandate--I'm not sure if it was more efficient though. We were not a team. We did things piecemeal. We were a place where people didn't connect. The teachers saw my role as narrow and limited. It used to be compliance with mandates and class size."* (3)
>
> *"I felt I had more control before. Decisions were in my lap. I was responsible for the work in my lap. I used to go to the Site Council for many things."* (4)
>
> *"The principal's job was evolving, constantly changing, in general terms. There was a wider range of responsibility. Politics in schools became out of hand. It reflected the expectations of the public sector. The schools used to be responsible for education, not mediation, training, assault training. Things are changing--role of families, media, entertainment, instant awareness of stress and problems in the world and their ramification on families--school takes on more social*

responsibilities. The principal has societies' problems, collective-bargaining, who's in charge downtown, how to deal with teachers and students." (6)

"We would carry out district policy. The principal had the power. The staff expected the traditional principal."(7)

In the Accelerated Schools model, the role of the administrator is more interactive, with the students at the center of all decisions and actions. The entire school community is involved.

"It's much easier to be principal now. Now my role is that of a facilitator. I get to become a good facilitator, to listen to everyone." (1)

"As principal, I'm less authoritarian, more democratic. The principal doesn't have to come on so strong." (2)

"Accelerated Schools focus on kids and everyone else. Now there's collaboration. Morale is high--collegiality, sharing, show-casing work, teaming." (3)

"Now the staff is starting to look at the principal in a different role." (4)

"Most of the teaching staff is aware of becoming enriched in moving ALL children. Teachers are asking for a process to help students accelerate--not speed through the process." (5)

"Now we have to help people find their identify; find themselves, their self-concept. We're pushovers, cuz some kid comes to us and says, 'I love you.'" (6)

Following the three principles of **building on strengths** of the entire school community, a **unity of purpose** among the members of the school, and **shared empowerment coupled with responsibility** we can account for much of the shift.

"Teachers are empowered. They are aware of the needs of the kids; they work with them everyday. It makes my role easier to support them." (1)

"It's a good experience--we want more of the staff involved because they have the reality." (2)

"We had to change our attitude--ownership and empowerment for all. Another change--we are looking at things as a strength, and I build on the strengths of all. Our expectations were broadened as we examined our strengths. " (3)

"The change in administration has to be as drastic a change as in the teachers." (4)

"The Accelerated School program brings a focus to the place." (5)

"The more you look, the more you find. Everyone expands their responsibility. Teachers look forward to what needs to be done." (6)

""So much more positive." (7)

As a school moves more and more into the Accelerated Schools process through taking stock and creating its vision, the traditional role of the administrator changes. The administrator becomes the keeper and promoter of the vision.

"I am the keeper of the vision. I try to make sure we don't loose the vision." (1)

"Now we reflect on the vision as part of the staff meetings. Before I had my own agenda, now the vision is part of the agenda. For our staff meetings we provide things to read ahead. We have an open agenda that we build when we meet. The principal can contribute to the agenda, too. Now we showcase teaching, the multicultural perspective of our school. We have meetings standards. We're more focused." (3)

"There has to be a feeling tone. I promote it; keep it going." (5)

"My job is to seek and promote and cheerlead and remind people that there's a lot of good to do at the school." (6)

The principal, while still the final authority in the school and the one commissioned by the district/school board with the ultimate responsibility of the proper running of the school, becomes one of the members at each level of governance. The principal, like the teachers, support staff, students and parents, participates on the cadres, Steering Committee and in the SAW meetings.

"Now the school is the responsibility of <u>all</u>, because it's <u>our</u> family. All can see their role in the community. The whole staff has a say in everything--budget, curriculum, parents. They're very much empowered." (1)

"I see leadership developing in the staff--the whole staff. The paraprofessionals are taking the lead. They have the opportunity now. The paraprofessionals and teachers meet together and support each other. There's a change in parent involvement--now they meet weekly. We see parents as partners more because they're more available. They aren't as intimidated by the staff. They feel more comfortable to come to see the principal." (2)

"I had to change my role and work with the staff. I had to empower myself first, then the teachers. I had to change strategies, styles, team building, the way I ran meetings. The process helped the teachers be more involved. Everyone gets a chance to speak. The relationship with the district is different; now there's collaboration." (3)

"Now the teachers have input first, before I would go to the Site Council directly." (4)

"It requires more communication. I spend time helping folks with accelerating, listening alot. It would run more smoothly if we involved more classified staff. (5)

"Before someone with expertise from the district would come and help. Now they work with us." (6)

The whole staff gives and receives ideas on the areas that the entire school community has identified as important issues for study. The principal brings other questions and concerns to the Steering Committee and SAW that affect the entire school.

"I give my opinions and get feedback--and so do they [staff]. We come to consensus." (1)

"One person is not making the decision." (2)

"Now there's more opportunity to reflect on the vision and on activities. We are more process-oriented now. I don't operate solo. I don't try to micro-manage." (3)

The whole school community working together, addresses issues using the inquiry process.

"I constantly remind people not to jump to conclusions, really use the inquiry process. I use the inquiry process for lots of things. Sometimes we get stuck with the process--we have to stop and come back." (1)

"There's more input regarding the concerns of the staff--through inquiry. They look at the whole picture

through the eyes of curriculum; they use the inquiry process." (2)

"When we started the Accelerated School program we had a process, and the teachers didn't feel so threatened." (3)

"We need to try to focus on something and stay on course and not second guess when things get tough." (6)

The principal, along with the entire staff, acts upon the decisions and recommendations of the newly created bodies and carries them forth into practice within the school and outside the school to the district office and other publics--as do all other members of the school community. The decisions are shared and so is the responsibility to implement the decisions.

"Teachers' involvement in the decision process has made it easier and more efficient. Accountability is easier because it's a team. I'm not blamed for everything." (1)

"As principal I have to relinquish responsibility to the staff for budget, discipline, parents, curriculum." (2)

"The relationship with the district is different. Even with the community--I had to be a visible member of the community to tap resources. They're our world, our community, our social studies classes." (3)

"It's gratifying seeing the members of the staff being involved in decisions with responsibility." (6)

"I carry out my role through shared-decision-making. We're making policies through a process. Now we are forming strategies to meet certain goals." (7)

Building on the statement of one of the principals, "*I believe it's better in the long run, better for the kids--but better isn't always easier," (6)* I asked the question, "What do you find hardest to do in implementing the Accelerated School Process?" Their responses could be summarized into three areas: trust, empowerment, and time.

Many of the principals commented on the need to build trust as a key element in implementing and maintaining the process.

"The Accelerated School process requires a person that's understanding, listening and does not make judgments." (1)

"Trust is needed--in individuals and in the process. We all need to give everyone dignity and space to make mistakes--to be able to step back." (2)

"The process required a change in respecting and trusting--that allows a staff to use the process. Coming together is a beginning. It's a continual learning process. The environment is constantly changing. We need to explore, challenge and risk together. There is a need for constant assessing and validation. When I started validating others, I became validated. The process won't work until you have trust." (3)

"Lack of trust on both sides is a problem--principal of staff and staff of principal." (4)

"Either we need to have more information or realize that even though every idea is a good idea, not every idea can be enacted upon. There has to be trust." (6)

"We have to walk our talk and trust each other." (7)

"Cooperation is an unnatural act." (6) *"It's more difficult in a democracy than a dictatorship." (7)* These two statements are reflective of many offered by the principals throughout the interviews relative to the change in the governance structure and empowerment.

"Working on how and in what way does the principal need to pick up the pieces, be directed by them, and handle things when 'everything doesn't go my way' is a real challenge. There's still a part of me that needs to fix it. Analyzing problems and decisions in a different way: reflect, analyze, take part. It depends on time and the relevance of the topic." (2)

"We forget that teachers don't know how to work as a team. Teachers haven't had to help others connect. We had to give teachers more opportunities to connect. We're people as well as teachers. We've been operating out of an obedience model rather than one of empowerment." (3)

"The principal has to be a risk-taker; otherwise you get an ulcer right away. There is some difficulty with empowerment. Letting go of control! Administrators are trained to make decisions--not to give it up. It's easy to set up a process, to delegate, but giving up control is hard. The principal has to stop ramrodding. The staff is looking for power, but not accepting the responsibility completely." (4)

"We don't have any difficulty in shared decision-making---as long as there is communication." (5)

"It's harder--because what used to be clear cut decisions, after seeking appropriate consultation, isn't anymore. We need to separate out what we, staff, process, etc. can decide and those we can't--like regulations. The confusion comes when all staff want to make decisions about everything. It's exacerbated by having to define our governance structure. Hardest transition is coming to a SAW decision. So the principal says 'go back to the drawing board' the group did/didn't decide this." (6)

"It's easier to accomplish things when it's top down. But do we meet the goals? It's a rough road. Now people are trying to take 'power'; if that's their motivation, that's wrong. We're all trying to set up a system to reach student goals." (7)

Trust and shared decision-making can only be developed over time. Time was another main issue or concern for the principals.

"The hardest challenge for me is to have the time and energy to keep giving the teachers momentum, have empathy for them, be positive that this will work for us in the long run." (1)

"With Accelerated Schools we have to take things more slowly. Teachers feel 'another meeting!' They now get stipends for the extra meetings. They haven't time to followup on things during the day. Change takes time. How much commitment can we make? If we go slower, more gradual, it would be more lasting. We need to be able to step back and take time to reflect on where we are and where we're going." (2)

"Whenever empowerment is present you need more time--everyone has to go through the process; not everyone moves at the same time; you pull each other up. We need to take time." (3)

"The staff wants it overnight. The principal sees it moving more slowly. It will take time." (4)

"Time is a big deal for the entire staff, so is logistics. You can't let up. You have to talk about it everyday. All staff are 'staff-developed' to death." (5)

At the end of the interviews the administrators talked about ideas and suggestions that would have helped make their transition into being an administrator of an Accelerated School easier. The responses had several themes.

Time to Interact and Share Concerns:

"I would like more interaction with other principals to share problems and concerns--like how to handle thing when the staff gets frustrated with the inquiry process; or how to deal with visitations; or what do we do about the phone calls about Accelerated Schools?" (1)

"I would like to have the principals meet together. How do others handle all the visitors? How do you manage your time while meeting the needs of visitors?" (2)

"It would be good to get the principals together to discuss how to handle certain issues--trust, empowerment." (4)

Pre-training for Principals:

"I had no training--lots of reading and just the general inservice everyone had in the fall. The Accelerated School Project could provide more knowledge about the process especially more help with the inquiry process." (1)

"We needed training in team building and cooperative working." (3)

"We need more team building activities to help the process become successful. We're still learning and trying to live the process." (7)

Facilitator:

"The role of the facilitator has advantages and disadvantages. The facilitator needs to be someone with experience who has been in a school. We all need to know there is a wealth of resources available." (2)

"You need to work with the university--they bring strengths. It's better and easier to work with people who have had experience in a school." (3)

Focal Point:

"It would have helped us very much if we could have gone with one area to begin with instead of the whole process." (2)

"It would be easier if you would start with a budget--however, it helps you work together when you start with nothing." (3)

CONCLUSION

This study has shown that upon adopting the Accelerated School

philosophy and process, the school has changed from its traditional form. The basic structures of students relating to and following the directives of the teachers, the teachers implementing the decisions of the principal, the principal acting on the information from the district, and the parents passively receiving limited information from the school are drastically affected. The top-down, hierarchial organization no longer exists. The organization has learned another way of acting--and so has the administrator.

Once the school has taken the plunge of jumping into the Accelerated School philosophy and process, the new learning of risk-taking from the exploration perspective has required that the leader take on the characteristics of the organization--that he/she be exploited into/by this new organization (March 1988a).

The other side of the mutual learning model, exploitation, talks about the organizational code adapting to the individual's beliefs. In the Accelerated Schools model, as illustrated above, it is suggested that the principal's beliefs had to be consistent with that of the Accelerated School or the principal and the school would never have entered into the process in the beginning. *"The principal has to be a special person to be an Accelerated School principal--not authoritarian." (1) "The most critical person in an Accelerated School is the principal." (3)* This has been the case with the above principals. They strongly endorsed the Accelerated Schools philosophy and process before it became integrated into their school. They are not calling for changes in the core of the Accelerated School program.

The organization's learning is enhanced and quickened by the fact that the beliefs and ideals of the organization are similar to those of the individual (March and Olson 1988). The individual (principal) now is in a position to act upon his/her beliefs and is freed from the structures and limits of the traditional model. *"Being a school administrator is not about being a boss, not about power. It's about influence and learning how to recognize the belief that everyone can succeed (and the reality of human nature.)" (7)*

The overall feeling in the organization has changed and all the members are affected. *"When teachers feel good, they help children feel good. We treat others as we are treated." (1) "We don't settle for mediocrity; we settle for excellence." (2) "You have to begin with yourself first; reflect on yourself; water your own garden first. There are no mistakes; just learning experiences." (3)* However, the Accelerated School program is a process; it is continuous; it is creative; it is dependent upon each individual school setting and its unique community. *"There are not easy answers, if so there would be a cookbook approach. That's not the Accelerated School model." (7)*

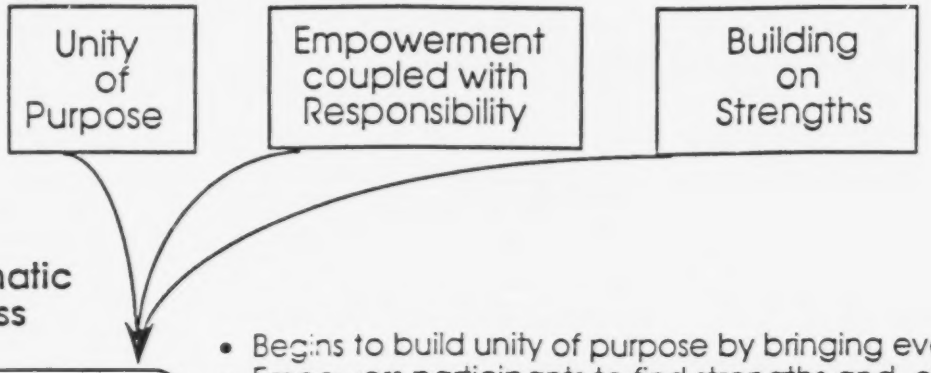
Since the focus of this study was on the perceived changes in the role of the administrator from the administrators' perspective, a future study could be made of the changes other school community members perceive in the role of the administrator. That study could lead to a comparative study of the two perspectives of the changing role of the administrator in an Accelerated School.

1. Philosophy

The schools we want for children in at-risk situations should be the same types of schools that we want for our own children.

Integrated approach to changing curriculum, instruction, and organization

Three principles:



2. Systematic Process

Take Stock

- Begins to build unity of purpose by bringing everyone together
- Empowers participants to find strengths and challenges.
- Builds on the strengths and ideas of people at school
- Develops a sense of the "here"- baseline data.
- How did your school do this?

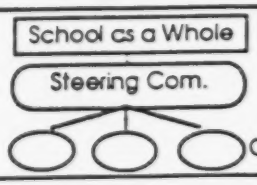
Develop Vision

- Everyone involved- staff, students, parents- in developing the vision - the "there".
- "What kind of school would you want for your own child?"
- Describe the vision celebration at your school.

Set Priorities

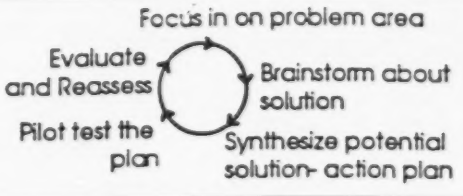
- Starting to get from "here" to "there".
- Can't work on everything at once.
- Prioritize differences between taking stock and vision
- What are your school's priorities/cadres?

Create Governance Structures



- Staff self-selects into Cadres
- Steering Committee
  - Cadre Representatives
  - Administrators- School and Central Office
  - Parents, Students, etc.
- School as a whole

The Inquiry Process


Focus in on problem area
Brainstorm about solution
Synthesize potential solution- action plan
Pilot test the plan
Evaluate and Reassess

Process for changing curriculum, instruction, and organization.

- Focus in on the Problem Area
- Brainstorm about solutions
- Synthesize potential solutions and develop an action plan
- Pilot test the plan
- Evaluate and Reassess

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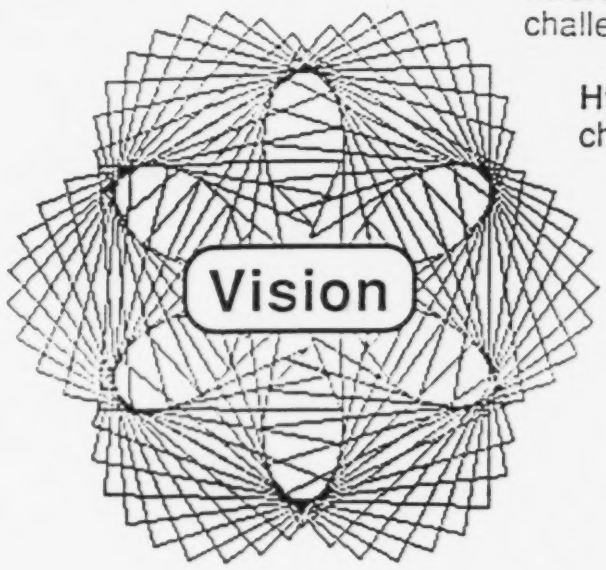
The Accelerated School Inquiry Process



Evaluate

Evaluate and reassess

Focus

Informally explore the challenge area

Hypothesize why the challenge area exists

Test hypothesis

Interpret the results of test

Brainstorm

Look inside/outside of school for ideas

Synthesis

Synthesize potiential solutions
Develop an action **plan**

Test

Pilot Test the action plan

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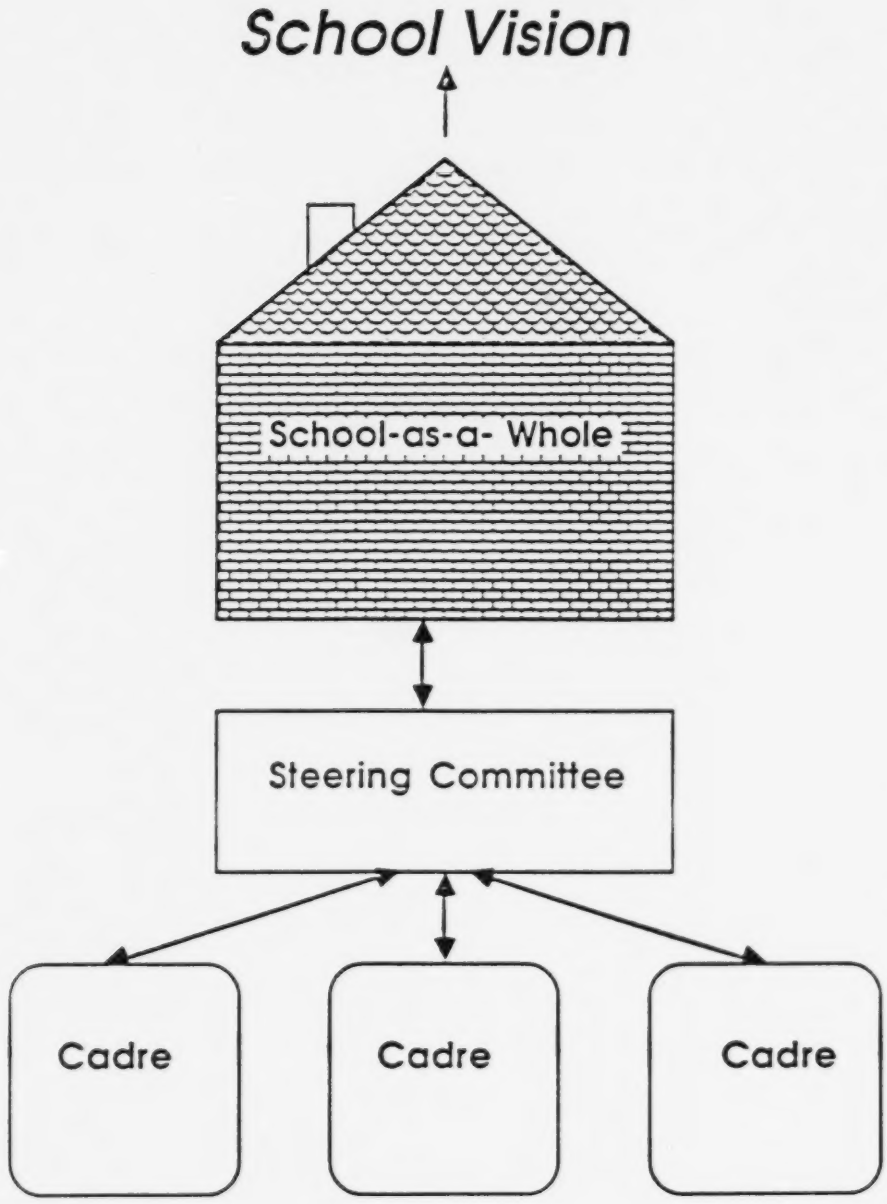
Accelerated Governance Structures



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THE CHANGING ROLE OF THE ADMINISTRATOR IN AN ACCELERATED SCHOOL

Interview Questions
(Fall, 1991)

1. Describe your role as school administrator before your school adopted the Accelerated School process. How did you carry out that role? What were the expectations of your staff with regard to your role as administrator?

2. Describe your role as school administrator after your school adopted the Accelerated School process. How did you carry out that role? What were the expectations of your staff with regard to your role as administrator?

3. What aspects of the Accelerated School process and philosophy enhance/make better/make easier your role as administrator? Are there certain responsibilities of your position as principal that are easier/more efficient/more effective since the Accelerated School program came to your school?

4. What aspects of the Accelerated School program detract/make more difficult/make harder your role as administrator? Are they certain responsibilities of your position as principal that were easier/more efficient/more effective before your school became an Accelerated School?

5. What would have helped make your role in the transition of your school to an Accelerated School easier? What areas of concern do you have about the program now? What would you suggest to the project to do to assist new principals in their transition toward an Accelerated School?

THE CHANGING ROLE OF THE ADMINISTRATOR

	TRADITIONAL SCHOOL		ACCELERATED SCHOOL
1.	Multi-directional focus	1.	Students as center focus
2.	Top down approach	2.	Shared power, coupled with responsibility
3.	Worked with select few	3.	Building on everyone's strengths
4.	Quicker	4.	Takes more time
5.	Trust not an issue because of role/job expectations	5.	Trust essential for collaboration
6.	Direct line to district by principal - carry out mandates - fill deadlines	6.	Whole school interacts with district - discuss issues - negotiate deadlines
7.	Authoritarian, disciplinarian with students	7.	More directly involved in whole like of students
8.	Diestrict initiated staff development programs	8.	Entire staff identifies need and implements programs
9.	One person organized meetings	9.	Steering and SAW determine agenda
10.	One person ran meetings	10.	Group facilitation
11.	Little contact with support staff	11.	More interaction with all staff
12.	Isolated, cookie cutter approach to activities	12.	Everything fits under the school vision

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